

Educational Component





EDUCATIONAL COMPONENT

Fire safety education is a very important part of any youth firesetter intervention program. The Phoenix Fire Department provides a 3-hour educational class free of charge to children and their families. The classes and materials developed are age appropriate. Phoenix classes are held at the Phoenix Fire Department Administration Building, 150 S. 12th Street in Phoenix. The West Valley classes are held at the Glendale Public Safety Building located at 6835 N. 57th Drive in Glendale.

Early Childhood

Children from the ages of three through seven attend a voluntary fire safety education class from 9 a.m. to 12 noon. This class is divided into two sections:

- A preschool class is offered to children ages three, four, and five. The goal of this class is to increase knowledge of fire safety. This is accomplished through the practice of fire safety behaviors that include exit drills in the home, crawl low under smoke, stop, drop, and roll, the difference between tools and toys, cool a burn, and the importance of smoke alarms.
- An elementary class is offered to children who are six and seven years of age. The goal of this class is to stop youth fire curiosity and firesetting. This is done through explanation and practice of fire safety behaviors.

An explanation of the consequences involved with youth firesetting is also discussed. The children are taught and then practice key fire safety behaviors, including distinguishing the difference between tools and toys, stop, drop, and roll, cool a burn, how smoke alarms work, exit drills in the home, the importance of having a meeting place, and how to crawl low under smoke.

Middle Elementary

Children ages eight through twelve attend a voluntary fire safety education class from 1:00 - 4:00 p.m. The goal of this class is to stop youth set fires. This is accomplished through the discussion of the consequences of firesetting, reasons why children set fires, how firesetting affects the community, making the right choices, and learning the key fire safety behaviors.

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Diversion and Teens

Youth ages thirteen through seventeen and youth diverted by the juvenile court

attend an evening class offered one Thursday night a month from 6:00 – 9:00 p.m. The goal of this class is to stop firesetting, understand consequences of firesetting, and identify ways to make better choices. In this class, the students discuss Arizona Arson and Fireworks Laws, the definitions for felony and misdemeanor, the consequences of firesetting, how the entire community is affected by firesetting, and key fire safety behaviors. The Diversion and Teen class is only offered at the Phoenix location.

Parent/Caregiver

During each of these classes, the parent or caregiver of the child attends a separate group facilitated by a Mental Health Professional. The goal of the parent group is to raise the awareness of parents and caregivers to the issues and consequences surrounding youth firesetting. Included in the discussion are parenting tips, fire safety education and the Arizona Arson and Fireworks Laws.

Fire Department personnel teach all youth firesetter intervention classes, which are free of charge to all attendees.



PHOENIX FIRE DEPARTMENT PRESCHOOL FIRE SAFETY CLASS

GOAL: Increase knowledge of fire safety among this age group.

LESSON PLAN

I. Introduction

- A. Instructors
 - 1. Explain who you are
 - 2. Introduce staff/instructors
 - 3. Explain class rules
 - a. Raise hand to speak
 - b. Listen
 - c. Remain in your seat
- B. Students
 - 1. Introduce themselves and tell how they were involved with fire
- C. Explain goals of class (be able to understand and demonstrate the following)
 - 1. Exit Drills in the Home
 - 2. Crawl Low Under Smoke
 - 3. Stop, Drop, and Roll
 - 4. Tools and Toys
 - 5. Cool a Burn

II. Key Behavior - Escape Drill in the Home (EDITH)

- A. Smoke Alarm
 - 1. Why we need one
 - 2. Listen to sound
 - 3. Each student pushes button to hear sound
 - 4. Praise and encourage each child as they push the button
- B. Primary Exit
 - 1. Sleep with bedroom door closed
 - 2. Feel door with **back** of hand
 - 3. If not warm, open slowly
 - 4. If no smoke, use primary exit
 - 5. If door is warm, go to second exit
 - 6. Praise and encourage each child as they feel the door* correctly
- C. Second Exit
 - 1. If window, know how to open
 - 2. Children crawl out, go to meeting place
 - 3. Emphasize to children **NEVER HIDE** get out and stay out
 - 4. Praise and encourage each child as they crawl out the window*

- D. Meeting Place - Out front, away from house
 - 1. Tree, streetlight, mailbox
 - 2. Stay there!
 - 3. Adult will call 9-1-1 from a safe phone
 - 4. NEVER GO BACK INSIDE
 - 5. Praise and encourage each child as they go to the “meeting place”

III. Key Behavior - Crawl Low Under Smoke

- A. Explain “bad” air
- B. One instructor and one child hold “smoke” (gray fabric)
- C. Children crawl under blanket of smoke
- D. Each child takes turn holding “smoke”
- E. Praise and encourage each child as they “crawl low”
- F. Discuss importance of crawling low

IV. Break

**V. Read Book - (Optional) “Matches, lighters, firecrackers are not toys”
and/or “When there is a fire, go outside” (Author Dorothy Chlad)**

- A. Read book(s) showing pictures
- B. Discuss each page and discuss concept at the end
- C. Praise and encourage each child as they comment on story

VI. Key Behavior - Stop, Drop and Roll

- A. Discuss how and what to do (using red felt as “flame”)
- B. Demonstrate how to stop, drop and roll
- C. Emphasize covering face with hands
- D. Each child takes a turn (repeat two or three times after all are finished)
- E. Praise and encourage each child as they stop, drop and roll

VII. View “Sparky’s ABC’s” Video (NFPA)

- A. Have children watch for behaviors they have just learned
- B. Discuss video with children
- C. Praise and encourage each child for their comments on video

VIII. Break (Optional)

IX. Key Behavior - Tools and Toys (Option 1)

- A. Display flannel board with word “TOOLS” at the top of one column and “TOYS” at the top of the other.
- B. Discuss tools are for grown-ups, toys are for children
- C. Discuss lighters/matches - **tell** a grown-up if matches/lighters are found
- D. Each child takes a turn getting one laminated picture from the TOOLS/TOYS folder
- E. Discuss item child has selected - is it a Tool or Toy?
- F. Child places item in proper column
- G. Continue taking turns until all items are on flannel board
- H. When lighter or matches are picked, discuss again their importance as tools
- I. Praise and encourage each child throughout the activity

(Option 2 - Tools “n” Toys bag with actual items)

X. Key Behavior - Cool a Burn

- A. Discuss using cool water
- B. Put red dot sticker as “burn” on instructor
- C. Run “burn” under cool water
- D. Each child gets a turn having a “burn” and holding it under cool water
- E. Discuss where to find cool water
 - 1. Sinks
 - 2. Garden hose
 - 3. Bath tub only if grown-ups are around
 - 4. Pool only if grown-ups are around
- F. Praise and encourage each child for any suggestions as they take their turn “cooling a burn”

XI. Parents return to main classroom:

- A. Students demonstrate new fire safety skills

XII. View “Fire Power” Video (National Fire Protection Assoc.)

- A. Discuss how fast fire spreads
- B. Sleep with doors closed
- C. Discuss importance of smoke alarms
 - 1. Placement/location – one on every level
 - 2. Installation
 - 3. Maintenance and operation
 - a. Test once a month
 - b. Change battery once a year
- E. Importance of an escape plan

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Lesson Plan
Preschool Class
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XIII. Home Escape Plan

- A. Draw and discuss the plan with parents

B. Emphasize practicing the plan when returning home

XIV. Fire Safety Packet
(page 24)

XV. Evaluation

A. Parents and children complete an evaluation form (page 47)

XVI. Present certificates to class
(page 49)

XVII. Class dismissed

XVIII. Additional Resources

- A. "Beeping Ben the smoke alarm" Video (Syndistar, Inc.)
- B. "play safe! be safe!" Video (BIC Corporation)
- C. "Learn Not to Burn" curriculum English/Spanish (NFPA)
- D. "Be Cool About Fire Safety" Video (All State Insurance)
- E. Sesame Street Fire Safety Station (U. S. Fire Administration Publications) or www.fema.gov or call (301) 447-1189 for your free copy
- D. www.sparky.org
- E. www.accentpub.com
- F. www.smartkids.com
- G. www.cpsc.gov (click on 4Kids)
- H. www.clueintosafety.com
- I. www.sesameworkshop.org
- J. www.safechild.net
- K. www.kids.gov
- L. www.pbskids.org



* The Phoenix Fire Department has a mock door and window used as props. The hollow core door has a heating pad mounted inside to simulate a hot door. The window attaches to a table and has sliding horizontal Plexiglas panes.

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**PHOENIX FIRE DEPARTMENT
YOUTH FIRE SAFETY CLASS
(AGES 6 and 7)**

GOAL: Stop youth fire curiosity and firesetting

LESSON PLAN

I. Introduction

A. Instructor

1. Who am I? (Establish credibility)
2. Introduce staff/instructors

B. Students

1. Have them answer the following questions:
 - a. Why are you here?
 - b. What happened?
 - c. Reasons for the firesetting?
 - d. What did you use to set the fire?
 - e. Where did you get the lighter/matches?
 - f. Were you alone or with friends?
 - g. Did you learn anything?
 - h. Are you required to be here?

C. Set rules for the class

1. Raise hand to speak
2. Listen
3. Remain in your seat unless asked to get involved

D. Explain goals of the class

1. Each child will be able to demonstrate the key fire safety behaviors
2. Briefly discuss consequences of firesetting
3. Discuss why kids set fires
 - a. Curiosity
 - b. Crisis
 - c. Delinquent
 - d. Strategic
 - e. Pathological

E. Parents excused to meet with Mental Health Provider

1. Fire Safety Class Parent Group (page 32)

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Lesson Plan
Ages 6 and 7
Page two

II. Class with the Student

A. View "Fanny Flame" (Massachusetts Property Ins. Underwriting Assoc.)

1. Discuss video
 - a. What did you learn?
 - b. Big fires start small
 - c. Give matches to a grown-up

- d. A tool has a special purpose
- e. Some special tools are only safe for grown-ups
- B. Fire Safety Key Behaviors
 - 1. Tools and Toys
 - a. Use Tools and Toys flannel board or Tools “n” Toys bag with real items
 - b. Discuss tools are for grown-ups, toys are for children
 - c. Discuss lighters/matches – **tell** a grown-up if matches/lighters are found
 - 2. Stop, Drop, and Roll
 - a. Have student demonstrate:
 - i. Stop where you are
 - ii. Drop to the ground
 - iii. Cover your face and roll until the fire is out
 - 3. Cool a burn
 - a. Burn treatment - use only cool water
 - 4. Smoke Alarm
 - a. Do you have one?
 - i. Why do you need one?
 - b. What sound does it make?
 - c. What should you do when you hear it?
 - 5. Exit Drills In The Home (E.D.I.T.H.)
 - a. Sleep with bedroom door closed
 - b. Feel door with back of hand
 - i. If warm go to second exit
 - ii. If not warm:
 - Open slowly
 - Check for smoke
 - If smoke is present close door, go to second exit
 - If no sign of smoke go to primary exit

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Ages 6 and 7
Page three

- c. Discuss second exit
 - i. How to get out:
 - Discuss types of windows, security bars, and doors
- d. What to do if trapped?
 - i. Block crack under door with rug, towel, or blanket
 - ii. Stay low next to window
 - iii. Yell for help
 - iv. Don't hide under bed, in closet, or toy box

6. Meeting place
 - a. Out front, away from house. Examples: Tree, streetlight, mailbox
 - b. Make sure everyone is accounted for
 - c. Designate person to make 9-1-1 call from neighbor's house
7. Crawl Low Under Smoke
 - a. Explain "bad" air
 - b. Four children hold "smoke" (gray fabric)
 - c. Children crawl under blanket of smoke
 - d. Each child takes turn holding "smoke"
 - e. Praise and encourage child as they "crawl low"

III. Break

IV. View Video

- A. "Sparky's ABC's of Fire Safety (National Fire Protection Assoc.)
- B. "Be Cool About Fire Safety" (All State Insurance)
- C. Review fire safety tips

V. Parents return to classroom

- A. Students demonstrate newly acquired fire safety skills
 1. They will use props for demonstration (door, window, tree, and blanket)

VI. View "Fire Power" Video (National Fire Protection Assoc.)

- A. Discuss how fast fire spreads
- B. Sleep with doors closed
- C. Discuss importance of smoke alarms
 1. Placement/location – one on every level
 2. Installation
 3. Maintenance and operation
 - a. Test once a month
 - b. Change battery once a year
- D. Importance of an escape plan

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Ages 6 and 7
Page four

VII. Home Escape Plan

- A. Draw and discuss the plan with parents
- B. Take home and practice

VIII. Fire Safety Packet (Optional)

- A. Distribute at end of class
 1. Urban Survival 9-1-1 Coloring Book (PFD)
 2. Home Escape Plan (PFD)
 3. Fire Department Trading Cards
 4. Jr. Firefighter Badge (PFD)

IX. Evaluation

A. Parents and children complete an evaluation form (page 47)

X. Present Certificates to Class

(page 49)

XI. Class Dismissed

A. Remind parents to continue the fire safety education at home

B. Thank you

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**PHOENIX FIRE DEPARTMENT
YOUTH FIRE SAFETY CLASS
(AGES 8 through 12)**

GOAL: Stop youth set fires

LESSON PLAN

I. Introduction

A. Instructor

1. Who am I? (Establish credibility)

2. Introduce staff/instructors

B. Students

1. Have them answer the following questions:

a. Why are you here?

b. What happened?

- c. Reasons for the firesetting?
 - d. What did you use to set the fire?
 - e. Where did you get the lighter/matches?
 - f. Were you alone or with friends?
 - g. Did you learn anything?
 - h. Are you required to be here?
- C. Set ground rules for the class
 - 1. Raise hand to speak
 - 2. Listen
 - 3. Participate
 - 4. Stay seated
- D. Explain goals of the class
 - 1. Increase awareness about fire safety
 - 2. Discuss consequences of firesetting
 - a. Personal injury to self and others
 - b. Property damages
 - c. Fines and restitutions
 - d. Incarceration
 - 3. Explain reasons for setting fires
 - a. Anger
 - b. Boredom
 - c. Peer pressure or to impress peers
 - d. Experimenting
 - e. Crisis

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Lesson Plan
Ages 8 through 12
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- 4. Explain Arizona Arson Laws
 - a. Define arson
 - b. Minimum age to be arrested
 - c. Explain court process when a youth is arrested

II. **View “Fire Power” Video (National Fire Protection Association)**

- A. Discuss lessons learned from video
 - 1. Stages of fire
 - a. Time frame
 - b. Temperature
 - c. Sleep with bedroom doors closed
- B. Explain the importance of smoke alarms
 - 1. Do you have one?
 - 2. Why do you need one?

- a. Explain the dangers of smoke
- 3. Placement/location - one on every level
- 4. Maintenance and operation
 - a. Test once a month
 - b. Change battery once a year
- 5. Battery/Electrical smoke alarms
 - a. Pros/Cons
 - b. Have battery-operated smoke alarm as a back-up
- C. Importance of an escape plan

II. Break

IV. After break Parents meet with Mental Health Provider

- A. Fire Safety Class Parent Group (page 32)

V. View “Urban Survival” Video (Phoenix Fire Department)

- A. Discuss other services provided by the Fire Department
- B. Draw a map of a neighborhood where a youth set a fire
 - 1. Discuss how this fire affects other Fire Department services
 - a. Response time
 - b. Companies out of service
 - c. Consequences
 - i. Heart attack victim
 - ii. Response time means life/death

VI. View “Fire Facts” Video (Phoenix Fire Department)

- A. Fireworks are illegal in Arizona
- B. Arson arrest

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Ages 8 through 12

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VII. View “9-1-1” Video (9-1-1 Television Show)

- A. Discuss properties of gasoline and other flammable liquids (aerosols, etc.)
- B. Discuss burn injuries and treatment
 - 1. Cool a burn
 - 2. Discuss burn treatment articles (debrider and pressure garments)
- C. Stop, drop, and roll with hands covering face

VIII. Fire Safety Packet (Optional items)

- A. Distribute at end of class
 - 1. AZ Republic Newspaper Article
 - 2. Home Escape Plan (PFD)
 - 3. PFD Trading Cards
 - 4. Latchkey Safety (PFD)
 - 5. 9-1-1 Magnet
 - 6. 9-1-1 Pencil

XI. Evaluation

- A. Parents and youth complete an evaluation form (page 47)

XII. Distribute Fire Safety Contract to the students for completing class
(page 49)

XIII. Class Dismissed

- A. Remind parents to practice fire safety at home
- B. Thank you

Optional

- A. View “Make the Right Choice” video (Phoenix Fire Department)
 - 1. Discuss video
 - 2. Emphasize consequences of choices
 - 3. Discuss taking responsibility for actions
- B. View “Brian’s Story” Video (Real to Reel Video Productions)
 - 1. Discuss video
 - 2. Emphasize consequences of firesetting
 - 3. Financial responsibility
- C. View “In a Flash: The Consequences of Youth Firesetting” (Syndistar, Inc.)
 - 1. Discuss video
 - 2. Discuss consequences of choices
 - 3. Discuss consequences of burn injuries

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**Phoenix Fire Department
Youth Fire Safety Class
(Ages 13 through 17)**

GOAL: Stop firesetting behavior, understand consequences of firesetting, and identify ways to make better choices.

LESSON PLAN

I. Introduction

- A. Instructor
 - 1. Who am I? (Establish credibility)
 - 2. Introduce staff/instructors
- B. Students
 - 1. Have them answer the following questions:
 - a. Why are you here?
 - b. What happened?
 - c. Reasons for firesetting?
 - d. What did you use to set the fire?
 - e. Where did you get the lighter or matches?
 - f. Were you alone or with friends?
 - g. Were you arrested or held in custody for the incident?

- h. How did you get caught?
- C. Set ground rules for class
 - 1. Raise hand to speak
 - 2. Listen
 - 3. Participate
 - 4. Stay seated
- D. Explain the goals of the class
 - 1. Discuss the Arizona Arson and Fireworks Laws
 - 2. Define felony and misdemeanor
 - 3. Discuss the consequences of firesetting
 - 4. Discuss how the entire community is effected by firesetting
 - 5. Increase awareness about fire safety (Smoke alarms, stop, drop, and roll, crawl low under smoke, cool a burn, and the home escape plan)

***** Parents leave to attend Parent Group *****

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Ages 13 through 17
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- E. Discuss the Arizona Arson and Fireworks Laws, and define misdemeanor and felony (use posters)*
 - 1. Arizona Arson Laws (poster)
 - 2. Arizona Fireworks Laws (poster)
 - 3. Define misdemeanor (poster)
 - 4. Define felony (poster)
 - 5. Minimum age to be arrested in Arizona
 - 6. Explain court process when juvenile is arrested (poster)
 - 7. Have student's read the pamphlet "Hey Kids, the Party's Over" provided by the Pima County Attorney's Office
- F. Discuss the consequences of firesetting (use poster)
 - 1. Personal injury to self and/or others
 - 2. Property damage
 - 3. Death to self and/or others
 - 4. Fines and restitution
 - 5. Incarceration

II. Class Work

- A. In class assignment
 - 1. Read two fire-related newspaper articles
 - 2. Discuss articles

III. View “Urban Survival” Video (Phoenix Fire Department)

- A. Discuss other services provided by the fire department
- B. Draw a map of a neighborhood with a youth set fire
 - 1. Discuss how this fire affects other fire department services
 - 2. Response time
 - 3. Fire companies out of service
 - 4. Consequences
 - a. Heart attack victim
 - b. Response time can mean saving or not saving possessions
 - c. Response time can mean life or death

IV. Break: 10 Minutes

*** Posters developed by Phoenix Fire Department**

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Lesson Plan
Ages 13 through 17
Page three

V. View “Prime Time Live Florida” or Fire Power (NFPA)

- A. Discuss lessons learned from “Prime Time Live Florida” or Fire Power
 - 1. Stages of fire
 - a. Time frame
 - b. Temperature
 - c. How sleeping with bedroom doors closed can make a difference
- B. Explain the importance of smoke alarms
 - 1. Does your family have one?
 - 2. Why do you need one?
 - 3. Explain the dangers of smoke
 - 4. Placement and location – one on every level
 - 5. Maintenance and operation
 - a. Test once a month
 - b. Change the battery once a year
 - 6. Battery/electrical smoke alarms
 - a. Pros/cons
 - b. Have a battery operated smoke alarm as back-up
- C. Explain fire safety behaviors
 - 1. Stop, drop, cover your face, and roll
 - 2. Crawl low under smoke
 - 3. Cool a burn
- D. Discuss the importance of a home escape plan
 - 1. Two ways out of every room

2. Smoke alarm locations
3. Have a meeting place
4. Call 9-1-1 from a safe location such as a neighbors house
- E. Draw home escape plan
 1. Hand out home escape plan
 2. Have students draw their own residence home escape plan

VI. View one of the following: “Make the Right Choice” (PFD), “Rescue 9-1-1” (Rescue 9-1-1 Television Show), “Brian’s Story” (Real to Reel video Production), or “In Their Own Words” (The Idea Bank), “In a Flash: The Consequences of Firesetting” (Syndistar, Inc.)

- A. Discuss video viewed
- B. Discuss how firesetting can affect not only the firesetter
- C. What lessons have been learned?
- D. There are bad choices not bad people, bad choices build bad reputations.

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Lesson Plan
Ages 13 through 17
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VII. Parents Return and Evaluation is Completed

- A. Parents and children complete the class evaluation (page 47)
- B. Youth Firesetter Contracts are distributed and signed (page 49)
- C. Students are given education packet (optional items)
 1. Home Escape Plan
 2. Hey Kids, The Party’s Over (Pima County Attorney’s Office)
 3. Fire Safety Checklist (PFD)
 4. Teen Link Card (Community Information and Referral)
 5. Fire Department Trading Cards (PFD)
 6. 9-1-1 pencil
- D. The Juvenile Court or school administrator will be notified of students who attended because of court diversion or school requirements.
- E. This class is a **one** time opportunity for court referrals
- F. Thank you for attending
- G. Questions or comments?

FIRE SAFETY CLASS PARENT GROUP

Immediately following the introductions and after each child has explained their reasons for attending the fire safety class, the parents meet with a masters level behavioral health professional. The primary **goals** of the group are:

- Help parents become aware of the issues related to juvenile firesetting
 - Inform parents of the various resources available
 - Review fire safety
-

The group for parents with younger children has the following **objectives**:

- ⇒ Identify safety precautions parents need to take with regard to matches, lighters, and other potential fire hazards
- ⇒ Discuss the importance of modeling safety behaviors such as planning and practicing a fire escape plan and maintaining smoke alarms
- ⇒ Discuss and describe the behavioral factors that distinguish fire curiosity from firesetting
- ⇒ Provide a referral source for clinical assessment to parents of children requiring more intensive interventions

The group for parents of older children is similar. More emphasis is placed on helping parents provide the structure their children need in order to understand the consequences of their behavior. These are the **additional objectives**:

- ⇒ Help parents identify strengths and weaknesses of their own parenting style
- ⇒ Provide parents with fire safety information
- ⇒ Provide information on Arizona Arson and Fireworks Laws
- ⇒ Identify possible consequences of youth firesetting
- ⇒ Provide referral and resource information on assistance available to youth and their families

The Youth Firesetter Intervention Program “Parents Guide” is distributed during this session along with a smoke alarm battery. This guide provides tips and techniques for parents of children exhibiting firesetting behaviors.

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Behavioral Health Component





BEHAVIORAL HEALTH COMPONENT

Recognizing the need for behavioral health services for firesetters and their families, the Phoenix Fire Department formed a panel of mental health providers having their Masters Degree, Ph.D. or MSW. This panel receives extensive and continuous firesetter education and practical experience. The panel meets bi-monthly for educational presentations hosted by the Phoenix Fire Department. The meetings provide beneficial insight into working with the firesetter and their family.

The counseling services for Phoenix residents may be activated when a family member calls for assistance with a firesetting problem. The West Valley Program also has counseling services available for Glendale residents. After

speaking with the family, the caseworker will determine their needs. If the Behavioral Health Component is appropriate, a referral is made to a provider. The provider then calls the family within forty-eight hours to schedule an appointment. If counseling is determined to be necessary by the provider, that provider will work with the client to investigate existing insurance. If no mental health insurance is available through the client, budgeted funds from the Phoenix Fire Department will be used. The mental health provider will complete and return the Provider Intake Summary Form (pg 35) to the Phoenix Fire Department Youth Firesetter Intervention Program (YFS). This information is filed with the initial intake forms and used for statistical data.

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PHOENIX FIRE DEPARTMENT
*** YOUTH FIRESETTER INTERVENTION PROGRAM**
PROVIDER INTAKE SUMMARY

Client: _____ **DOB:** ____/____/____ **Sex:** _____ **M** _____ **F**

Provider: _____

Dates of Intake: _____

Client description:

1. Characterize the juvenile firesetter:

- _____ Curious - typically younger/active/keen interest or curiosity in fire/low impulse control/hands on learner
- _____ Crisis - experienced recent crisis/trauma/poor coping skills/lack of appropriate remorse
- _____ Delinquent - typically adolescent/risk taker who opposes authority/lacking good judgment/history of academic and/or behavior problems
- _____ Strategic - typically teenager/history of delinquent behavior/may be involved with the juvenile justice system/low self-esteem/probable gang affiliation/history of substance use/abuse
- _____ Pathological - history of medical and or neurological problems/difficulty establishing relationships/victim of physical and sexual abuse/loner/life long fascination with fire/possible high IQ

2. Characterize the fire risk:

- _____ Low - spontaneous, isolated episode of fireplay, common tool of ignition, no target, accidental, parents generally provide appropriate supervision
- _____ Medium - may or may not be accidental, previous incidents of fireplay, questionable supervision, easy access to fire materials, significant life stressors, poor coping skills and impulse control, no intentional destruction toward self or others
- _____ High - deliberate, goal-directed firesetting, many previous incidents, sophisticated methods of ignition, poor supervision, ritualistic, meant to be destructive

3. What is the DSM-IV diagnosis? _____

4. What is the current Global Assessment Functioning (GAF)? _____

5. Was the child on medication(s) at the time of the referral?

- _____ No
- _____ Yes

If yes, please list medication(s) _____

Provider Intake Summary (cont.'d)

Treatment Plan

6. What kinds of intervention are you providing for:

Child

- ☐ Stress management
- ☐ Fire safety education
- ☐ Affective expression training
- ☐ Assertiveness training
- ☐ Cognitive reframing/restructuring
- ☐ Social skills training
- ☐ Behavior modification/contact/token system
- ☐ Other _____

Family

- ☐ Parenting skills
- ☐ Supervision enhancement
- ☐ Communication training
- ☐ Problem solving skills
- ☐ Cohesion enhancement
- ☐ Structural boundary intervention
- ☐ Fire safety education
- ☐ Other _____

Community Referral

To whom? _____

*Form completed by Mental Health Provider at initial appointment and faxed to Phoenix Fire Department Youth Firesetter Intervention Program (YFS) at (602) 495-5515